DOCUMENT RESUME

ED 136 527 EC 100 254

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TITLE Changing the Staff Selection Process: A Source Book for Directors of Special Education.
INSTITUTION Nova Univ., Fort Lauderdale, Fla.
PUB DATE [76]
NOTE 76p.; For related information, see EC 100 253

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Administrator Education; *Administrator Guides; Certification; *Department Directors (School); Elementary Secondary Education; *Handicapped Children; Inservice Education; *Personnel Selection; *Special Education Teachers; Teacher Qualifications; Teacher Selection
IDENTIFIERS *Texas

ABSTRACT

Intended for Special Education Directors, the source book is designed to provide assistance in the areas of personnel identification and selection. In part I, recommended competencies are listed for the following special education staff: resource classroom teacher, self-contained teacher, vocational adjustment teacher, generic classroom teacher, administrator, supervisor, educational diagnostician, counselor, psychologist, and special education teacher aide. Part II on staffing the schools covers the following topics: practices and techniques in the selection of staff (on the question of relative validity, on staff selection methods, interviews, biographical information, reference checking, rating scales, transcripts, sociometric devices, applicant's personality, and "halo effect"); on hiring the handicapped; unlawful employment practices; and a new interview approach--the teacher perceiver interview guide. A final section offers a brief summary of staff selection practices and a list of questions to be used in interviews for special education teacher selection. Appended are Texas guidelines for special education personnel, an interview checklist, proposed interview questions, and role description models for special education programs. (SBH)

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CHANGING THE STAFF SELECTION PROCESS: A SOURCE BOOK FOR DIRECTORS OF SPECIAL EDUCATION

OTILIA V. VIDAURRI

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Preface

This sourcebook has been designed for you - to assist you in the area of personnel selection. In the process of developing this resource, much time was spent talking with and interviewing new directors of special education programs in Texas, professional colleagues, Texas Education Agency staff, and educators in institutions of higher education.

The objectives of this resource are to provide you with KNOWLEDGE OF:

1. Recommended competencies for the roles of the special education teachers, supportive staff and paraprofessionals.
2. Certification guidelines and standards for staff selection in the state of Texas.

AND SKILLS IN:

1. The implementation of your administrative duties in the identification of the most competent special education staff for the program.
2. The process of interviewing applicants to identify desirable compentencies in special education staff.

Today's special education administrator faces a challenge that demands that he be both competent in his knowledge and skills required by his role and creative in his approach to the task. The competencies identified here for special education personnel have been elicited from the results of extensive research cited in the literature. It is from the myriad of

practical experiences that the "how-to" comments or suggestions have been drawn.

The purpose of this sourcebook is to provide specific and practical assistance to directors of special education in the successful realization of their role as it relates to the selection of staff. The format of the book will facilitate updating of certain section such as the one on state certification guidelines.

The sourcebook will clarify a great number of questions and concerns dealing with personnel matters. Should additional questions arise, other sources of assistance available are as follows: director of special education in the region, your district director of personnel, the Texas Education Agency Special Education consultant assigned to your area, and the Texas Education Agency Division of Teacher Education.

OTILIA V. VIDAURRI

A word of special thanks

I wish to acknowledge the assistance and encouragement of those persons who gave of their time to advise me in the development of the sourcebook. My very special thanks are extended to directors of special education, directors of personnel, special education directors in Education Service Centers, special education staff and other divisions of the Texas Education Agency, as well as my colleagues in public school districts and in higher education who reviewed and critiqued the contents of this sourcebook.

OTILIA V. VIDAURRI

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part I

RECOMMENDED COMPETENCIES FOR SPECIAL EDUCATION STAFF

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INTRODUCTION

The numerous staffing needs in a special education program call for great skill in the administrators who select the staff. The roles of the teachers, supervisors, educational diagnosticians, school psychologists, and teacher aides will require certain knowledge and competencies unique to each type of staff. The administrators responsible for selection of the special education staff will have to be fully aware of the knowledge and competencies that each role requires.

An examination of current research projects, indicates that the definition of competencies for teachers and supportive personnel such as supervisors, counselors, and educational diagnosticians is a major problem.[1] The main concern is how to achieve a balance between general classes or knowledge and skills and more specific identification of competencies. There are, obviously numerous and varied knowledges and skills which are part of a designated competency and each role will call for a specific set of competencies. A definition of competency as described by Harris refers to the long-range demonstration of an ability to perform a specified behavior or series of behaviors at some level of proficiency.[2]

The director, or other designated person interviewing for the department, will need to develop skill in probing and eliciting responses from the applicant that will give him an insight into the effectiveness and technical competencies of the applicant. The facts will have to be very carefully verified in order to arrive at the "real picture" of what the applicant is and represents.

SPECIAL EDUCATION TEACHERS

In any special education program one will find a variety of instructional staffing patterns. The following descriptions of the four basic types of staff roles usually implemented are recommended as a guide in the selection of instructional staff. The resource teacher, the self-contained teacher, the vocational adjustment teacher, and the generic teacher have been selected for inclusion in the source book.

The resource teacher will work on the individual needs of exceptional children by working on a scheduled basis with small and large groups of children. The certification of the teacher will reflect the handicapping conditions of the children in the class. The self-contained teacher will work with the same small group of children all day. The vocational adjustment teacher will provide vocational orientation, job counseling, and job placement for high school students. The certification for the self-contained and the vocational adjustment teacher will be in accordance with the handicapping condition of the majority of the children that they serve.

The generic classroom teacher role has been developing slowly. More than ten institutions of higher education have designed and implemented teacher training programs for the generic teacher in special education in the state of Texas. The generic classroom teacher role evolved as a possible staff role under the new special education program initiated in Texas in 1969. The generic class would provide instruction to children of various handicapping conditions who exhibit somewhat similar developmental lags and instructional needs.

The four tasks that have been suggested as desirable for the generic classroom teacher are so basic that the practitioner feels they will also serve well as guides in the selection of other instructional staff. The four basic tasks or categories of competencies are as follows: (3)

COMPETENCIES IN:

Appraising Educational Functions

- Observation skills
- Informal/formal educational tests - administration and interpretation
- Data synthesis

Designing an Individualized Instructional Intervention

- Knowledge of teaching techniques
- Orientation to classroom management techniques
- Orientation to behavior management methods
- Orientation to educational resources

Implementing an Individualized Instructional Program

- Demonstrate proper use of teaching techniques
- Demonstrate appropriate classroom management techniques
- Demonstrate appropriate behavior management methods
- Demonstrate knowledge and skill in securing appropriate educational resources

Evaluating

- Demonstrate ability to evaluate effectiveness of appraisal process
- Demonstrate ability to evaluate effectiveness of individualized instructional program
- Demonstrate ability to evaluate implementation of intervention

ADMINISTRATORS FOR SPECIAL EDUCATION

A good administrator should be selected on the competencies and skills he exhibits in performing his job effectively. Webster's dictionary defines skill as knowledge and great ability or proficiency. Competence is defined as having the capacity equal to the requirement. The word skill implies a behavior that can be developed and is demonstrated in performance rather than merely in potential. Effective action under numerous conditions should be the basic criterion. An administrator is one who directs the activities of others as well as attempting to achieve certain objectives through these efforts. According to Katz, successful administrators possess three basic skills which he calls technical, human, and conceptual.(4)

The concept of skill implies the ability to translate knowledge into action and it helps us distinguish between the three skills of effectively involving methods, processes, procedures or techniques (technical skill), understanding, motivating individuals and groups (human skills), and coordinating and integrating all the activities and interests of the program or organization toward a common objective (conceptual skill).(5)

TECHNICAL SKILL

- Planning skills (includes analytical skill)
- Designing and organizing skills
- Implementating skills
- Utilizing resources
- Evaluating skills

HUMAN SKILL

- Communication skills
- Sensitivity to needs and motivation of others
- Skill in working with others

CONCEPTUAL SKILL

- Visualizing the relationship of all the components to the whole program
- Motivating others to action
- Coordinating skills

THE SPECIAL EDUCATION SUPERVISOR

The role of the supervisor of special education is a dual one which calls for competencies in the areas of instructional supervision and administration. Harris defines a supervisor as a change agent who brings about change in behavior, role or structure for the purpose of improving instruction.(6) In a special education program a supervisory role calls for a wide array of competencies ranging from skills in curriculum development to expertise in the selection of appropriate materials.

The evaluation of the special education program is a responsibility that has not been assigned specifically to any of the supportive staff roles. The role of the supervisor is one that would be compatible with the activities necessary for both formative and summative evaluation procedures and is proposed as a responsibility of the role.

The specific tasks of a supervisor in special education are as follows:(7)

COMPETENCIES AND SKILLS IN:

- Staffing for Instruction
  - Developing a staffing plan
  - Assisting in the selection of staff
- Developing Learning Resources
  - Evaluating and selecting learning materials
  - Producing learning materials
  - Evaluating the utilization of learning resources
- Developing Curriculum
  - Setting instructional goals

- Designing instructional units
- Developing and adapting curricula

- Organizing for Instruction
  - Revising existing structures
  - Assimilating programs
  - Monitoring new arrangements
- Utilizing Supportive Services
  - Analyzing and securing services
  - Orienting and utilizing specialized personnel
  - Scheduling services
  - Evaluating the utilization of services
- Providing In-service Education
  - Supervising in a clinical mode
  - Planning for individual growth
  - Designing in-service training sessions
  - Conducting in-service training sessions
  - Training for leadership roles
- Relating to Public
  - Informing the public
  - Involving the public
  - Utilizing public opinion
- Evaluating Special Education Program
  - Evaluating effective instruction
  - Evaluating programmatic procedures
  - Evaluating programmatic outcomes
  - Analyzing data

EDUCATIONAL DIAGNOSTICIAN

The competencies needed to effectively implement the role of an educational diagnostician may be grouped into three clusters as follows: (]) knowledge - cognitive understanding, (2) performance - demonstration and (3) product - the student achieves.(8)

Knowledge and Skills:

- Appraising educational functioning of the learner
- Knowledge of child growth and development to the extent of defining the developmental sequence of the student in his acquisition of ideas, skills (cognitive, motor) and attitudes
- System of ethics required in educational and psychological testing
- Correct selection of tests for the student
- Working with student on a one-to-one basis
- Administering standardized testing, ability in scoring and interpreting data.
- Curriculum development such as defining the educational strategy and writing the educational plan for intervention.
- Dissemination of the educational plan to the teaching staff concerned. This could include - teaching and demonstrating teaching strategies, methods, and materials with the student for the teacher who will continue the strategy.
- Evaluating the prescribed educational plan for its effectiveness in increasing student achievement and skill in determining when and what strategy to modify or change.
- Maintaining behavioral anecdotal records and assisting teachers in this task
- Researching skills in order to determine if an instructional method, instrument, or material significantly benefit the student in relation to where he is on a continuum of learning.

COUNSELOR

The special education counselor functions as a resource person to the elementary or secondary school. He will have to study the school population, the community and its demographic characteristics. Additionally, he will need to be aware of the various modes by which children and adults learn and will need to be knowledgeable in the understanding of human behavior and techniques for influencing behavior through management of groups. It is the counselor who will advocate for the child when routine and inflexibility replace understanding and logical decision making.

Competencies and Skills in:

- Counseling and communicating skills when working with children
- Counseling, communicating, and interpreting skills when working with other district staff
- Counseling, communicating, and interpreting skills when working with parents and community agencies
- Knowledge of group dynamics to be able to conduct group meetings for the schools or for teachers
- Organizational skills to effectively document all data on a student referred to special education for presentation to the group responsible for staffing. (In Texas: Admission, Review, and Dismissal Committee)
- Skill in interpreting recommendations of the staffing to the parents of students referred for special education service.

SCHOOL PSYCHOLOGIST

The school psychologist is a unique role. Its practitioners have to identify with education and psychology and they cannot allow themselves to polarize into either area. That would be a disservice to himself and the special training and competencies which he has developed. The school psychologist is an educator and a psychologist and this, eventually, is what makes this role unique.

The school psychologist will also have to be aware of the role other school personnel play and how they interact. All of these resource persons - the educational diagnostician, the counselor, the visiting teacher, the social worker, and the school nurse must be able to work together.

The major competencies of the school psychologist are as follows: (9)

- Evaluation and Assessment

  Interview techniques

  Psychological instruments and case study information to analyze student learning and behavior problems.

  Behavioral observations of child's functioning in the classroom, on the playground and in the assessment setting.

- Consultation and Counseling

  Counsel individuals, groups of students, parents and others to help them use school resources effectively

  Plan programs and activities to improve learning and social skills in children.

  Advise, give information, and help plan for education and therapy for children with learning problems.

- Referral and Liaison

  Use available resources to help students and parents

  Find and use all possible sources of assistance for students

  Cooperate with staff of pupil personnel and staff at community agencies

- Research and Program Development

  May assist in designing experiments and analyzing data to evaluate effectiveness of various educational programs

- Teaching and Education

  May teach others to use techniques and skills to assist in more effective educational planning

  May assist in the development of methods and programs that facilitate student growth in self-understanding and emotional maturity

  May lead student groups in subjects concerned with human behavior, affective development, self-understanding and related topics

- Ethics

  Knowledge of the system of ethics in educational and psychological testing

TEACHER AIDE

The teacher aide is a valuable asset in the classroom if utilized appropriately. To accomplish effective use of the services of a teacher aide special education program administrators should address the following, fairly general, problems. It appears that there is a: (1) lack of clarity of the appropriate and specific role definition, (2) lack of training programs for teacher aides based on actual classroom needs, and (3) lack of effort to involve teachers in understanding of the aide's role definition and in their training.

The role of the special education teacher needs to be explained and understood by the teacher aide. A sense of partnership and team spirit needs to be developed.

Competencies and Skills in:

- Offering instructional support to small groups and individual students under the close supervision of the teacher
- Cooperating with teacher in planning to develop a more effective instructional program
- Conducting small group drills
- Assisting teacher with clerical duties such as typing, preparing instructional materials
- Coordinating and operating visual media
- Assisting the teacher in providing positive and immediate reinforcement for appropriate student behavior
- Helping with planned playground and other student activities
- Maintaining a mutually cooperative relationship with teachers and school staff

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STAFFING THE SCHOOLS

The process of staffing the schools is a complex one that has as its main functions the following tasks: (1) recruitment, (2) selection, (3) assignment, and (4) orientation. The personnel officer, program director, principal and/or other district staff involved in the staffing of the schools need to coordinate and facilitate the selection process so that the district's needs and the teachers needs can come together. If this occurs, an effective staffing pattern has been achieved.

The most effective staffing is achieved when the applicant sees his position as a means of achieving his own personal objectives. The objectives of the district and the applicant have to be totally interrelated.

The persons involved in bringing this about need certain skills and qualities. The personnel officer,or other persons involved in the staff selection process are described as having the following qualities: approachableness, courage, common sense, humor, industry, and resourcefulness, judgment, leadership, patience, managerial technical skills, tact, vision, and wisdom.

There are many aspects to the function of staff selection but the main ones are:

- Recruitment--is the initial screening of individuals as potentially desirable school employees.
- Selection--is the actual hiring.
- Assignment--a contract which is a mutual agreement between employer and employee
- Orientation--making employee aware of the various facets of the school employment

There are many other aspects to the function of staff selection but for the purposes of this practicum, the actual practices and techniques used in screening and selecting school staff will be emphasized.

PRACTICES AND TECHNIQUES IN THE SELECTION OF PERSONNEL

The selection process has changed greatly since the fifties when more school systems formed personnel departments. The procedure to select staff tended to rely primarily upon careful analysis of transcripts of credits, student teaching records, professional references, and oral interviews.

Currently, the staff selection process is not the total responsibility of one person in most large school districts. Usually, it is shared with directors or coordinators of specific programs and with the principal of the school being considered. In very small school districts, the superintendent will also be director of personnel.

The needs of the school district must be taken into account in the identification of staff selection methods. The use of one or several selection methods is a function of the importance of the job, the funds and time available for selection, and the accuracy of any one method compared with a combination of methods. Research studies can be cited which arrive at opposite conclusions on any particular method. Realistically, several methods are preferable to one, if they are combined on a statistically sound basis, (1).

ON THE QUESTION OF RELATIVE VALIDITY:

There is a great difference of opinion on the relative value of subjective and objective methods. Interviews, reference checking and essay tests, which are subjective methods, will require the best judgment of the interviewer. The interviewer will have to take extra care not to be influenced by his feelings and personal biases.

1.

In general, one can have most confidence in the selection when the person has been observed in the performance of a similar job or a simulation. All other methods of evaluating candidates for employment fall sharply in validity. Biographical information blanks may be almost as good as performance tests. Interviews, remain fairly low on the list as a selection method. Reference checking represents such a variety of quality that it cannot be validated at all; they range from excellent to very poor.(2)

The validity of the subjective methods will be as high or low as the competencies of the interviewer. The more mature, poised and quick-witted the appraiser, the more likely it is that he will elicit an accurate and full picture of the facts. Objective methods, such as multiple choice tests, provide the same rating regardless of who administers the test provided the same key is used in scoring it.(3)

Research indicates that interviews are best for measuring leaderships; projective methods for measuring persuasiveness; written tests for measuring social skills, intellectual capacity, creativeness, planning, motivation, and energy.

ON STAFF SELECTION METHODS:

Interviews: Interviewing is an acquired skill - an art. Competence is acquired only after careful study, practice, and a great deal of trial and error. It draws on science in several of its aspects. Like in other arts, there is occasion for individual initiative, innovation, and for new combination and application of old approaches. An interviewer should never take his skills for granted.(4)

There are three fundamental uses for the interview; fact finding, informing, and altering opinions, feelings, and behavior. Our present concern is the fact-finding interview.

In preparing for the interview, decide what is to be accomplished. It may be desirable for beginners to write down the specific objectives. Review and become familiar with records and information that is available such as the application form, letters of referral, transcript of credits, college placement office records, and other data. Make appointments in advance and provide for privacy. Know your own personality and realize that everyone is committed to certain opinions, convictions, and attitudes. Everyone has some biases, consciously or unconsciously but they can be faced, confronted, and possibly eliminated.

The interview should take place in an atmosphere of mutual confidence. Establish pleasant associations and help the applicant to feel at ease. Begin with an area of discussion that is nonthreatening. Ask questions that will permit the applicant to take pride in his knowledge and to talk freely. Listen. This is one of the most significant single techniques and possibly one that creates the most trouble. Do not dominate the conversation. One is trying to get to know the applicant; this is the goal of the interview. (5)

The amount of time for the interview will vary depending of the purpose of the interview. Do not go off on tangents; keep control of the interview. At the close of the interview, watch for additional information in the casual remarks of the applicant. (6)

Some Points on Interviewing for Facts:

- Help the applicant to feel at ease
- Let applicant tell his story then assist him to supplement it

- Ask questions that are non-threatening, ask only one question at a time, and be certain that the question is clearly understood.
- Keep on the subject.
- Be straightforward and opened.
- Avoid implying the answer to your own questions.
- Help the applicant to realize his responsibility for the facts.
- Get the full meaning of each statement since it could lead to to other questions.
- Give applicant the opportunity to qualify his answers.
- Check answers whenever possible by restating them to applicant.
- Record all data at once or at the earliest opportunity.
- Practice separating observed facts from inferences made from applicants statements or from observed facts.
- Be on the alert for errors of any kind in the application or other data.(7)

Biographical Information Form: The biographical information form is one of the most useful methods of selection. The information can be "weighed" thereby providing a technique for scientifically evaluating the information that could be obtained in an interview. The weighted biographical information form may be used to select or reject applicants for interviews therefore saving time.(8)

The form must be developed for each school district or organization. A variety of items that could be included in a validated weighted application form are as follows:

- Age
- Marital status
- Salary at time of application
- Position for which applicant is being considered

- General condition of health
- Educational and professional training
- Past positions
- Membership and positions held in professional organizations
- Scholastic achievements and honors
- Avocational activities
- Other

Reference Checking: Reference checking is an excellent complement to other staff selection procedures. One has to remember that this procedure is valid only when it provides accurate information.(9) Recent information is generally more reliable than that which is based on past facts. This is true for both young and old applicants. When comparing different job situations, one needs to very carefully weigh all data.

In checking letters of reference, one needs to keep in mind that we are dealing with impressions of an individual's behavior as observed by an individual with some preconceived ideas and biases.

Most reference checking is done by mail but on occasion it can be done by telephone. Information can also be verified by phone. In some situations, more information will be shared on the phone than would have been recorded in a letter.(10)

Rating Scales: Rating scales are often used for reference checking purposes as well as evaluating the results of the interview. The most common technique is the graphic rating scale, which asks the appraiser to designate one of a number of points on the scale per item on the check-list. A refined rating scale will ask for the appraiser to check items which are descriptive and to double check those that are most descriptive.

Giving very high or very low rating to every item nullifies the purpose of the rating. An over-all rank order number can be assigned to the rating scale. Ranking is a simple, differentiating device which is useful for job ranking. (ii)

Transcripts: A careful analysis of credits and grade point average can be very useful. The grades during the first few years may be good indicators of motivation. The grade point average and the grades in the major teaching areas need to be carefully reviewed. It is a possible indicator of competency in the selected teaching field. This information needs to be cross-checked with, in the case of a new teacher, the student teaching record. In the case of an experienced teacher, her post teaching record needs to be verified.

Sociometric Devices: If sociometric information is provided on the applicant, it will give a good indication of how he is perceived by his colleagues. Sociability and communication skills or lack of them may become apparent. The information could be very valuable in staff selection decisions.

Applicant's Personality: You, the interviewers must be concerned with the technical competence of the applicant and they must be equally concerned with their personality. The only aspect of his personality usually checked is whether or not he gets along with others. Trying to determine what the person is really like is a most difficult problem.

People have different pictures of themselves. The first is what they want you to see and another is what they think they are. Still another picture is what they would like to be - their ambitions, desires, and hopes - and this internal picture is known only to themselves and is not communicated to others.

As interviewer you will be evaluating 12 primary areas in order to determine the applicant's suitability:

The candidates -

- Intellectual ability
- Relates to and with other people
- Past experience and effective performance
- Compares with others in similar jobs
- Reasons for relocating
- Special areas of competence
- Strengths and weaknesses
- Outlook, attitudes, opinions of what constitutes employer/employee relationships
- View of the position for which he is being considered
- Technical competencies
- Outlook on life
- Other people's opinions of the candidate as a person and as a teacher, administrator or aide

"Halo Effect": You have to be aware of the "Halo Effect" to avoid making a general impression, favorable or unfavorable, on the basis of only a small portion of the total necessary information. This phenomenon has long been known as the "halo" effect. An example of this is the formation of the applicant's rating on all factors based generally on the appearance, verbal fluency of the applicant or on the progress in an organization with a high reputation. Each of these aspects are only a portion of what makes the applicant the individual that he is.

Failure to be aware and to control the "halo" effect, indicates lack of skill in getting enough information to rate each factor separately.

An outstanding strength or weakness in a person cannot be generalized to all other aspects of his personality and technical skills.

ON HIRING THE HANDICAPPED:

Great success has been experienced by organizations who make a practice of hiring the handicapped. Studies have shown that the handicapped are very dependable, they try harder, and are not absent

excessively.(12) Handicapped persons have the potential to become effective workers and contributing members in their community, if they are given the opportunity. "Hire the handicapped!" is a good slogan to remember.

UNLAWFUL EMPLOYMENT PRACTICES

Under present legislation it is unlawful to:

- Classify any individual for employment on the basis of race, color, religion, sex, national origin, or age.
- Refuse to consider for employment, or otherwise discriminate against, any individual because of his race, color, religion, sex, national origin, or age.
- Indicate in job advertisements a preference for or against individuals based on race, color, religion, sex, national origin, or age, except when a bona-fide occupational qualification exists.
- Make pre-employment inquiries about sex, religion, or national origin if the inquiry expresses, directly or indirectly a limitation, specification, or discrimination based on those three points. This is not applicable when a bona-fide occupational qualification (BFOQ) exists.

Quotas: Contrary to popular belief, the "law" does not require any organization to have a certain category of employee. A quota is set when there is an obvious imbalance. The burden for avoiding a "quota" rests on the organization's staff selection process, since the government generally reviews these procedures first.

SUMMARY:

The selection of personnel is a complex one. The risks can be minimized, but never really eliminated, by the use of various methods and techniques such as the interview, the biographical form, testing (if appropriate), and reference checking. The task of the interviewer is to gather sufficient information to determine what and how the applicant has accomplished achievements noted and why that makes him a better candidate than someone else.

NEW INTERVIEW APPROACH: THE TEACHER PERCEIVER INTERVIEW GUIDE

The SRI Teacher Perceiver Guide is a relatively new and creative technique that has been in development since 1971. It is an interview guide consisting of 60 open-ended interview questions that are given to teacher applicants. The 60 questions are sub-grouped into twelve theme areas:

MISSION

Mission is what takes some individuals and groups out of society's mainstream in order to assure the quality and purposiveness of that mainstream. Mission is a deep underlying belief that students can grow and attain self-actualization. A teacher with mission has a goal to make a significant contribution to other people.

EMPATHY

Empathy is the apprehension and acceptance of the state of mind of another person. Practically, we say we put ourselves into the other person's place. Empathy is the phenomenon that provides the teacher feedback about the individual student's feelings and thoughts.

RAPPORT DRIVE

The rapport drive is evidenced by the teacher's ability to have an approving and mutually favorable relationship with each student. The teacher likes students and expects them to reciprocate. Rapport is seen by the teacher as a favorable and necessary condition of learning.

INDIVIDUALIZED PERCEPTION

Individualized perception means that the teacher spontaneously thinks about the interests and needs of each student and makes every effort to personalize each student's program.

LISTENING

The listening theme is evident when a person spontaneously listens to others with responsiveness and acceptance. Listening is viewed as beneficial to the speaker.

INVESTMENT

The investment theme is indicated by the teacher's capacity to receive a satisfaction from the growth of students. This is in contrast to the person who must personally perform to achieve satisfaction.

INPUT DRIVE

Input drive is evidenced by the teacher who is continuously searching for ideas, materials and experiences to use in helping other people, especially students.

ACTIVATION

Activation indicates that the teacher is capable of stimulating students to think, to respond, to feel - to learn.

INNOVATION

The innovation theme is indicated when a teacher tries new ideas and techniques. A certain amount of determination is observed in this theme because the idea has to be implemented. At a higher level of innovation is creativity where the teacher has the capability of putting information and experience together into new configurations.

GESTALT

The Gestalt theme indicates the teacher has a drive toward completeness. The teacher sees in patterns - is uneasy until work is finished. When Gestalt is high, the teacher tends toward perfectionism. Even though form and structure are important, the individual student is considered first. The teacher works from individual to structure. Beware of inflexibility.

OBJECTIVITY

Objectivity is indicated when a teacher responds to the total situation. Gets facts and understands first as compared to making an impulsive reaction.

FOCUS

Focus is indicated when a person has models and goals. The person's life is moving in a planned direction. The teacher knows what the goals are and selects activities in terms of these goals.

The interview is administered in a low-stress setting. Every attempt is made to place the teacher applicant at ease. The interview is tape-recorded, if there is agreement on this, to permit the personnel director the opportunity to analyze the actual statements of the interviewee and to make a more reliable judgment regarding each answer. The items are asked in a consistent and exact manner for each subject.

Historical Development

The original Teacher Perceiver Interview (1st edition) was constructed in 1971. The items and the areas used where based on a series of research studies conducted at the University of Nebraska during the 1950s and 1960s and on several years of work by Selection Research, Inc. analysts in interviewing practicing and prospective teachers. The 1st edition of the TPI was field tested in four major school districts and subsequently the 2nd edition was developed. After several years of training in the use of the instrument, SRI researchers made minor revisions in the scoring procedures and, therefore, the 3rd edition was developed. The 4th edition was printed in 1975 and contains only minor revisions and clarifications of the 3rd edition.

Reliability and Validity

The Teacher Perceiver Interview Technical Report (1976) states that analysts are trained in the use of the TPI Guide by scoring 30-50 interviews with a trainer. A scoring consistency of 85% agreement on item-by-item coding is established between each trainer and trainee.

A series of validity studies have been completed. Correlations between student ratings and the interview process have ranged from .44 to .75. In several studies significant ($P < .05$) differences between teachers rated high by students or administrators and those rated low were found.

The Teacher Perceiver Interview Guide--Trainers stress that although a score is calculated for the applicant, the understanding reached as a result of the interview is more important than the score.[13]

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A NEW PERSPECTIVE IN STAFF SELECTION PRACTICES

Those who have the responsibility of selecting staff for schools will be applying procedures and practices that give some promise of selecting personnel that will be an asset to the school system. Most school systems have developed a process for selecting staff. The way in which the process is applied is just as important as the process itself. The techniques currently being used have been described in Part II of this book. These practices which have been used for many years are not validated and some do not lend themselves to validation. It appears from the review of the literature that for some time to come, it will be necessary to develop a process appropriate for one's school district; and, in the final analysis, it will be necessary to rely on the professional judgment of the persons responsible for staff selection.

A staff selection process for special education will involve - district policy, the securing of applicants, a well-devised biographical application form, evaluation of credentials, references, and interviews. Observation of a person who is being considered for another position within the special education program in a desirable practice. There are some personality and other tests being developed but there is still a great deal to be done before predictability of successful teaching will be achieved.

The interview is probably the most important single part of the whole selection process. It is usually the basis for a final

decision. Many of the weaknesses of the interview can be overcome. One has to recognize that the functions of an interview are: (1) to get information, (2) to give information, and (3) to make a friend. The last two are usually overlooked. In the public school setting, it is particularly important that all who are interviewed - whether or not they are employed - have a high regard for the district and its administration.

The place for the interview should be conducive to maintaining a confidential and friendly atmosphere. There should be sufficient time allowed and the interviewer must retain control of the interview at all times.

The interviewer should have a definite plan for the interview. A checklist of questions will provide structure and a sequence to the interview. Prepared questions may be posed as the occasion permits in an apparently informal conference in which the structure of the interview is not obvious. Or the interviewer may state to the applicant that a series of questions will be presented as part of the interview in order to reach a greater insight into the competencies and skills of the applicant. The interviewer may wish to take notes during the interview. Another alternative is to note immediately after the interview any impression the interviewer wishes to retain.

An interview can be recorded if the interviewer agrees and if it does not inhibit the interview. It would provide the advantage

of being able to review at leisure and to evaluate the interviewing technique with the purpose of improving upon it.

An interview must be brought to an end. The interviewer needs to have a plan for this also. One way of concluding is to summarize the major points of the interview and to give the applicant an opportunity to elaborate any point and to ask final questions.

A final decision to recommend for employment should be based on a careful and precise review and study of all the data available on an applicant. In addition, the final decision may need the best professional judgment of the person responsible for staff selection.

The questions which follow are suggested as a point of reference. Each administrator responsible for staff selection needs to examine them carefully, and to adapt them to their district's needs.

Interview Questions Guide

To be used in interviews for the selection of teachers in special education. Questions do not have to be asked in sequence.

---

1. Why did you want to become a teacher?
2. Will you describe an effective teacher?
3. What do you enjoy most about teaching?
4. What is your philosophy of education?
5. How can you get students to be excited about learning?
6. What unique qualities do you possess that we should consider?
7. Why do you want to teach in our district?
8. Please give me your thoughts on some recent educational literature that impressed you?
9. What are your personal goals or aspirations?
10. What do you feel is wholesome about American education today?
11. What should be improved in American education today?
12. To what extent should students be involved in determining what should be taught and how it should be taught?
13. How would you provide a rich educational environment in your classroom?
14. How well organized are you?
15. How many students can you adequately interest in a resource program at any given time? Self-contained classroom? (Qualify, MR, ED, etc.)
16. Please tell me what instructional materials you would use regularly.
17. What teaching techniques work best for you?
18. Would you describe yourself as a team person or an individual achiever?
19. Please react to the job description prepared for the position for which you are applying.
20. What are your plans for furthering your professional growth?
21. Please tell me about the methods of evaluation that you would use?

22. What, in your opinion, are the best ways to communicate with parents?

23. How would you individualize instruction for resource students? Self-contained? (Qualify-EMR, ED, TMR, etc.)

24. A moderately involved (LLD) elementary student in having difficulty with reading. How would you help him?
(ED - behavior; TMR - socialization... Adapt question to classroom situation.)

25. A sixteen (adapt age) year old secondary student is demonstrating inappropriate behavior in a resource class. (Self-contained class) What would you do to help him?

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APPENDIX A

TEXAS GUIDELINES FOR SCHOOL PERSONNEL - SECTIONS RELATING TO SPECIAL EDUCATION

INTRODUCTION

The following section contains current guidelines for certification of special education personnel. The information is contained in one of three sections which comprise the GUIDELINES FOR SCHOOL PERSONNEL: CERTIFICATION, ALLOCATIONS, AND RECORDS, TEXAS EDUCATION AGENCY - 1975. Whenever personnel guidelines are changed, notification to school districts will be made. Additions, deletions, and amendments to the appropriate procedures in the bulletin will be disseminated to the local school districts by the agency. Directors of personnel in each district have direct access to this bulletin. Schools may reproduce portions - or all of the bulletin - for distribution to other appropriate district staff responsible for personnel administration.

The format adopted in the source book will ensure each accessibility to its contents and will provide information needed in the selection of staff by special education directors.

The certification information included in this section of the sourcebook relates to special education certification. You may wish to acquire the entire section on certification or the complete guide from your Director of Personnel.

1-6. Areas of Specialization

Teachers must be certified at the time of service in the area of specialization in which they are employed, regardless of the original source of funds.

(1) An Elementary Certificate is acceptable in grades 1-8 (and 9 if in junior high school). An elementary certificate with a kindergarten endorsement is necessary for the kindergarten level.

(2) A Secondary Certificate is acceptable in grades 7-12.

(3) Grades 7, 8, and 9

a. In a self-contained organization, a Secondary Certificate is acceptable for accreditation if the teacher has 12 semester hours of elementary education.

b. In a departmentalized organization, an Elementary Certificate is acceptable for accreditation if the teacher has completed the required number of hours in the subject taught.

(4) A teacher holding an Elementary Certificate may be assigned to teach pupils of high school age on a secondary campus without the requirement of a Secondary Certificate or emergency permit, provided the level of instruction is comparable to that which is given in the elementary grades. In such cases, course outlines and lesson plans must be submitted to the Accreditation Division of the Texas Education Agency for review.

(5) A teacher with one or two homebound students who possesses a permanent certificate does not have to have a Special Education Certificate for the Physically Handicapped. Teachers of more than two homebound students must have completed at least six semester hours in special education work.

(6) Certification of Substitute Teachers - The same general rules of teacher certification apply to all professional personnel, including substitute teachers. If it is necessary for a school district to employ substitute teachers that are not certified, a list of these noncertified substitute teachers shall be submitted to the Texas Education Agency, Division of Teacher Certification, for approval. If at any time a person on the approved list ceases to be a substitute and becomes a regular teacher, the procedures pertaining to emergency teaching permits or teacher certification apply.

1-8. Cancellation, Revocation, and Reinstatement of Certificates

(1) A teacher's certificate may be cancelled by the State Commissioner of Education for one or more of the circumstances prescribed by law. The teacher shall be notified prior to the cancellation of his certificate and has an opportunity to be heard by the State Commissioner of Education. If the certificate is cancelled, the applicant has the right to appeal to the State Board of Education.

A teacher's certificate may be cancelled by the State Commissioner of Education under any one or more of the following circumstances:

a. On satisfactory evidence that the holder is conducting his school or his teaching activities in violation of the laws of this state;

b. On satisfactory evidence that the holder is a person unworthy to instruct the youth of this state;

c. On complaint by the board of trustees that the holder of a certificate after entering into a written contract with the board of trustees has without good cause and without the consent of the trustees abandoned the contract.

2. GENERAL REQUIREMENTS FOR TEACHING CREDENTIALS

2-1. Basic Qualifications for All Certificates or Permits

Texas law requires that, to be certified or to receive a teaching permit, an individual must:

(1) Be a citizen of the United States or indicate intent to become a naturalized citizen as evidenced by filing a declaration of intent

(2) Be at least]8 years of age

(3) Be of good moral character as evidenced by statements of three individuals

(4) Be willing to support and defend the constitutions of the United States and Texas

(5) Have college credit or examination credit in knowledge of the Texas and federal constitutions

(6) Be able to speak and understand the English language sufficiently to use it easily and readily in conversation and teaching

2-2. Types of Certificates and Other Credentials Issued

The Texas Education Agency issues the Texas Provisional Certificate for teachers with at least the bachelor's degree, or appropriate work experience for vocational teachers, and the Texas Professional Certificate for three years of teaching experience and college work beyond the bachelor's degree.

Persons who do not meet all requirements for certification may teach on an Emergency Teaching Permit. Persons who are certified, but who are assigned to teach in areas not covered by their certificates, may receive Special Assignment Permits for two years or Temporary Classroom Assignment Permits.

Specific requirements for each certificate or permit follow.

2-3. Requirements for the Texas Provisional Certificate

(1) Bachelor's degree OR

For vocational education teachers in trade and industrial courses, work experience as specified in the State Plan for Vocational Education in lieu of the degree

(2) Submission of an application with fee of $2.00 money order or cashier's check and recommendation of a Texas college or university to the Division of Teacher Certification

A Provisional Certificate is permanent and valid for life unless cancelled by lawful authority.

2-4. Requirements for the Texas Professional Certificate

(1) Bachelor's degree

(2) Texas Provisional Certificate

(3) Completion of at least 30 semester - hours- graduate - level courses beyond the bachelor's degree in an approved graduate teacher education program in the area or areas of specialization to appear on the certificate

(4) Three years of teaching experience

(5) Submission of an application with fee of $3.00 (money order or cashier's check) and recommendation of a Texas college or university to the Division of Teacher Certification

The Professional Certificate is permanent and valid for life unless cancelled by lawful authority.

3-6. Special Education Certificates

(1) Required of all teachers

a. Completion of a baccalaureate degree including the required course(s) in Texas and Federal constitutions and 6 hours in American History

b. Completion of a general education program of approximately 60 semester hours in courses that provide common backgrounds and foundations of our social and cultural heritage

(2) Speech and Hearing Therapy

a. 12 semester hours in professional education courses

b. 3 semester hours in a survey course in education for exceptional children

c. 27 semester hours of speech and hearing courses, with an area designated as speech and hearing therapy (This shall include 200 clock hours of clinical practice, one-half of which must be in a public school setting.)

d. 6 semester hours in directed teaching in the field of speech and hearing therapy (100 clock hours in a public school may be earned concurrently with the 6 semester hours of student teaching.)

(3) Deaf and/or Severely Hard of Hearing

a. 9 semester hours in content courses for the elementary school including arithmetic, social studies, and science.

b. 12 semester hours in professional elementary education

c. 18 semester hours in specialized courses in teaching deaf and/or severely hard of hearing; including six semester hours in language development for the deaf, six semester hours in the technique and interpretation of auditory tests and three semester hours in auditory training and lip reading

d. 6 semester hours in directed teaching in classes for deaf children

4. TEXAS CERTIFICATION BASED ON OUT-OF-STATE CERTIFICATION

Section 13.042 of the Texas Education Code provides that Texas certificates be issued to holders of out-of-state certificates if certain Texas requirements are met.

4.1. Conditions the Certificate from Another State Must Meet to be Considered Valid

(1) Full certification, not a temporary permit, substandard certificate, professional or administrator certificate, or endorsement(s)

(2) Equivalent certification in Texas

(3) Certification based upon at least the bachelor's degree in a teacher education program at a college or university accredited

by a recognized accrediting agency and acceptable by the other state's accrediting or approval agency for teacher certification purposes

(4) Certificate issued by the state, not by a city or school district

(5) Validity in the issuing state at the time application is made for the Texas certificate

4-2. Requirements for Texas Provisional Certificate Based on Valid Out-of-State Certificate

(1) Bachelor's degree from an accredited institution

(2) Full certification as described above

(3) One single-subject teaching field of at least 24 semester hours or a composite field of 48 semester hours (No teaching field is recorded on the Texas certificate unless it is approximately equal in semester hours to the requirements for a teaching field in Texas at the time the Texas certificate is issued.)

(4) Completion of the statutory requirement in Texas and federal constitutions

United States history is not required of out-of-state applicants holding a valid certificate of the type applied for in Texas.

4-3. Requirements for One-Year Certification - No Renewal Available

(1) If all the above requirements are met except the government requirement, the applicant may be issued a certificate for one year. The government requirement must be met within 12 months of issuance of the certificate for the applicant to receive a Provisional Certificate.

(2) An application with copy of out-of-state certificate (both front and back), official transcripts, completed and notarized form T-CER-010 committing the applicant to complete the required government, within 12 months, and fee of $2.00 (money order or cashier's check) should be submitted to the Division of Teacher Certification.

(3) An application, fee of $2.00, and official transcript showing successful completion of course requirements in United States and Texas constitutions or an official verification showing successful completion of examinations in United States and Texas constitutions should be presented to the school district. The superintendent or his authorized representative may recommend to the Division of Teacher Certification that a Provisional Certificate be issued to replace the one-year certificate.

4.4. Requirements for Texas Certificate Based on College Credentials from Another State but no Out-of-State Certificate

(1) Bachelor's degree but not a complete teacher education program from an accredited institution out of state.

(2) Submission of completed application and official transcripts to the Division of Teacher Certification for evaluation (No fee required for evaluation)

(3) Upon completion of all requirements for the Texas Provisional Certificate, transmit application with $2.00 fee (money order or cashier's check) to the Division of Teacher Certification.

4.5. Required Courses or Examinations to Meet Statutory Requirements

(1) For Texas government only, the applicant may complete:

A three semester-hour course in Texas government from an accredited Texas junior or senior college

OR

An examination in Texas government offered as a teaching area exam of the National Teachers Examinations. (This is given four times a year on college campuses in Texas and other states. Passing score is 500.)

(2) For federal government only the applicant may complete:

A three semester-hour course in American government from any accredited junior or senior college

OR

An examination in American government offered through the College Level Examination Program (CLEP) at many college campuses in Texas and other states (Passing score is 40).

(3) For both federal and Texas government the applicant may complete:

A single three semester-hour course that covers both federal and Texas government, offered in many Texas junior and senior colleges

OR

Two three semester-hour courses, one in Texas government and one in federal government

OR

Two certificate exams: the National Teachers Exam (NTE) section on Texas government and the CLEP test for federal government as described above

OR

A combination of one exam and one course.

5-4. Special Education Endorsements

Mentally Retarded
Language and/or Learning Disabilities (LLD)
Emotionally Disturbed
Deficient Vision
Physically Handicapped
Early Childhool Education for Exceptional Children
Fee: $2.00

✓ Special Assignment Permits (Available in each category)

(1) Mentally Retarded

a. Texas Provisional Certificate

b. Three semester hours in a survey course in education for exceptional children

c. Nine hours directly related to teaching mentally retarded children

d. Six hours in directed teaching which shall be in both this area of special education and the regular classroom

e. Submission of an application (T-CER-009) and $2.00 fee

(2) Language and/or Learning Disabilities (LLD) - 20.09 01

a. Certification requirements

- Texas Provisional Certificate
- Three semester hours in a survey course in education for exceptional children
- Three hours in human development
- Three hours in learning theory
- Nine hours directly related to teaching language and/or learning disabilities
- Six hours in directed teaching which shall be in both this area of special education and the regular classroom
- Submission of an application (T-CER-009) and $2.00 fee

b. Prior service provision - Option 1

- Two years teaching experience in approved LLD developmental programs or approved Comprehensive Special Education for Exceptional Children program (Plan A) LLD component, for school years 1970-71, 1971-72, and 1972-73 only
- 12 semester hours as part of staff development
- Application directly to the Division of Teacher Certification with fee of $2.00 and verification that the preceding requirements have been met

c. Prior service provision - Option 2

- Three years teaching experience in a special education program for the minimally brain injured prior to September 1, 1973
- Endorsement to teach the physically handicapped
- Application directly to the Division of Teacher Certification with fee of $2.00, and verification that the preceding requirements have been met

(3) Emotionally Disturbed - 20.08 05

a. Texas Provisional Certificate

b. Three semester-hours in a survey course in education for exceptional children

c. Nine hours directly related to teaching the emotionally disturbed, including 54 clock hours of practicum

d. Six semester hours in directed teaching which shall be in both this area of special education and the regular classroom

e. Submission of completed application (T-CER-009) and $2.00 fee

(4) Deficient Vision - 20.01 01

a. Texas Provisional Certificate

b. Three semester hours in a survey course in education for exceptional children

c. 12 hours directly related to teaching the partially sighted or blind

d. Six semester hours in directed teaching which shall be in both this area of special education and the regular classroom

e. Ability to read and write Braille and to teach the reading and writing of Braille

(5) Physically Handicapped (also referred to as Minimally Brain Injured) - 20.02 05 Orthopedically Handicapped; 20.02 06 Minimally Brain Injured

a. Texas Provisional Certificate

b. Three semester hours in a survey course in education for exceptional children

c. Nine semester hours directly related to teaching the physically handicapped

d. Six semester hours in directed teaching which shall be in both this area of special education and the regular classroom

(6) Homebound or Hospitalized - 20.99 99 Other Curriculum for Handicapped Children

No certificate is given for this assignment, but evidence of the following must be on file in the superintendent's office:

a. Texas Provisional Certificate

b. Three semester hours in a survey course in education for exceptional children

c. Three semester hours directly related to teaching the orthopedically handicapped

(7) Early Childhood Education for Exceptional Children - 20.10 10

a. Texas Provisional Elementary, All-level, Vocational Home Economics, Deaf, or Speech Therapy Certificates

b. Six semester hours special education

c. Six hours kindergarten or early childhood education

(8) Teacher of Pregnant Students - 20.07 02

A teacher assigned full-time to a program for pregnant students under any special education plan must hold a valid Texas Junior High or High School Certificate. A valid Texas Elementary Certificate may be substituted for the Junior High or High School Certificate requirement if the pregnant students served are on elementary levels. No application or fee is required for this assignment.

5.5. Eligibility Based on Prior Certificates

The diagram indicates the eligibility of certificate holders for obtaining the endorsements by completing only the requirements in the endorsement area. The column at the left lists the types of existing certificates that are issued. The four endorsement areas are identified at the top of the diagram and these columns intersect each type of certificate. An (X) indicates that the endorsement may be obtained by completing only the requirements for the endorsement. Where no (X) appears, an individual must first obtain the appropriate certificate before seeking the endorsement. (See Attachment I.)

6. CERTIFICATION FOR SPECIAL SERVICE POSITIONS

6-1. Counselor

(3) Certification Requirements for Special Education Counselor

a. Valid professional counselor's certificate

b. Six semester hours in special education

c. Submission to the Division of Teacher Certification application with $3.00 fee (money order or cashier's check), transcripts showing six semester hours of special education, and recommendation by a Texas college with approved programs in counseling and guidance and special education

6-4 Visiting Teacher

(2) Special Education Visiting Teacher

a. Certification requirements

- Valid Professional Visiting Teacher Certificate
- Six semester-hours in special education

b. Prior service provision

Personnel who have been assigned full-time responsibility as special education visiting teachers in school programs, prior to school year 1971-72, may qualify for the special education visiting teacher certification if the following conditions are met:

- Bachelor's degree
- Valid Texas teacher certificate
- Verification from a local superintendent that a person served as a full-time special education visiting teacher for three successive years prior to school year 1971-72

Special Endorsements

(Based upon approved programs and college degrees)

Certification Status (Provisional Certificate)		Kindergarten	Special Education	Driver Education	Early Childhood Exceptional Children
Elementary		X	X	X	X
Secondary			X	X	
Junior High			X	X	
All Level		X	X	X	X
Special Service					
Librarian (based on a previous Provisional teaching certificate)	Elementary	X	X	X	X
	Secondary		X	X	
Nurse*			X	X	
Vocational Homemaking		X	X	X	X
Vocational Agriculture			X	X	
Trade and Industry*			X	X	
Vocational Office Education*			X	X	
Distributive Education			X	X	
Occupational Orientation*			X	X	
Deaf/Severely Hard of Hearing		X	X	X	X
Speech/Hearing Therapy		X	X	X	X
Other Special Education (based on a previous Provisional teaching certificate)			X	X	

* Requires college degree for endorsement

6-2. Supervisor

(2) Special Education Supervisor

a. Certification requirements

- Texas Teacher's certificate with endorsement or specialization in special education
- Master's degree in the field of education or a related field
- Valid Texas supervisor's or administrator's certificate
- Three years acceptable teaching experience
- Submission of an application with $3.00 fee (money order or cashier's check) to the Division of Teacher Certification

b. Prior service provision

Persons who were assigned full-time responsibility for the supervision of local special education programs for three successive years prior to school year 1971-72 may qualify for certification as special education supervisors if the following conditions are verified:

- Master's degree
- Valid Texas special education certificate and/or valid Texas administrator's or supervisor's certificate
- Verification from a local superintendent of full-time special education supervisory responsibilities for three successive years prior to school year 1971-72

6-8. School Psychologist

(1) School Psychologist - 31.00 09

a. Full Certification Requirements

- State certification as a psychologist
- One year professional experience in school setting OR doctoral internship in school psychology
- Application directly to the Division of Teacher Certification with fee of $3.00

b. Intermediate Certification requirements - Two available

- Eligibility for certification as a psychologist after a year of post-doctoral professional experience as determined by the State Board of Examiners of Psychologists
- Statement from the university that conferred the doctorate that the individual's graduate program included an institutional major in school psychology and the equivalent of one year internship in a school setting

(2) Associate School Psychologist - 31.00 10

a. Certification by the State Board of Examiners of Psychologists as a psychological associate

b. One year professional experience in a school setting under a plan jointly approved by the Commissioner of Education and the employing school superintendent

6-9. Educational Diagnostician

(1) Certification Requirements

a. Valid Texas teacher certificate

b. Three years teaching experience

c. Master's degree

- At least 18 semester hours must be graduate courses in institutions catalogue

8-2. Requirements for Special Assignment Permits

Two Special Assignment Permits are available to persons who hold Texas Provisional Certificates but who are assigned to teach in areas other than those covered by their certificates. Annual application must be made by the superintendent to the Division of Teacher Certification with official transcripts showing a minimum of six hours of the deficiency having been removed (and college deficiency plan for counselors and supervisors only). No fee is required.

(1) Special Assignment Permit Deaf and/or Severely Hard of Hearing

a. Bachelor's degree

b. Six hours in deaf education or 1 year teaching experience

c. One or more units in special education for deaf/severely hard of hearing in operation in employing school

(2) Speech and hearing therapy

a. Bachelor's degree

b. Six hours speech and hearing therapy OR 1 year teaching experience

c. 24 hours in speech

d. One or more units in speech and hearing therapy in operation in employing school district

e. Three Special Assignment Permits are available

(3) Mentally Retarded - 20.04 01, 20.04 02

a. Texas Provisional Certificate

b. Six hours related to teaching MR OR 1 year teaching experience

(4) Language and/or learning disabilities (LLD) - 20.09 01

a. Texas Provisional certificate

b. Six hours related to teaching LLD OR 1 year teaching experience

(5) Emotionally disturbed - 20.08 05

a. Texas Provisional Certificate

b. Six hours related to teaching emotionally disturbed students OR 1 year teaching experience

(6) Deficient vision - 20.01 01

a. Texas Provisional Certificate

b. Six hours related to teaching students with deficient vision OR 1 year teaching experience

c. Ability to read and write Braille and to teach the reading and writing of Braille

(7) Physically handicapped (also referred to as minimally brain injured) - 20.02 05 orthopedically handicapped; 20.02 06 minimally brain injured

a. Texas Provisional Certificate

b. Six hours related to teaching physically handicapped children OR 1 year teaching experience

(8) Homebound or hospitalized - 20.99 99 other curriculum for handicapped children

a. Texas Provisional Certificate

b. One permit available

(9) Early childhood education for exceptional children - 20.10 01

a. Texas Provisional Elementary, All-level, Vocational Home Economics, Deaf and/or Severely Hard of Hearing, OR Speech and Hearing Therapy Certificate

b. Six hours related to early childhood education for exceptional children OR 1 year teaching experience

(10) Educational diagnostician - 31.00 08

a. Texas Provisional Certificate

b. Six hours special education

c. 30 hours graduate credit in education, including preparation as educational diagnostician and six hours in tests and measurements

d. Three years teaching experience

e. Deficiency plan on file with Division of Teacher Certification

(11) School Psychologist - 31.00 09

a. Eligibility to take examination for certification as a psychologist by the State Board of Examiners of Psychologists

b. One permit available

(12) Associated School Psychologist - 31.00 10

The only permit requirement is eligibility to take the examination for certification by the State Board of Examiners of Psychologists as a psychological associate.* Only one permit is available for this assignment.

(13) Counselors

b. Special education counselor - 31.00 04

- Bachelor's degree
- Texas Provisional Certificate
- 30 hours graduate credit including special education counseling
- 3 years teaching experience
- College deficiency plan showing that all course work for certification can be completed within a two-year period

(14) Supervisors

b. Special education supervisor

- Bachelor's degree
- Texas Provisional Certificate
- 30 hours graduate credit in education including preparation as special education supervisor
- Valid special education certificate and 6 hours in supervision/administration OR valid supervisor's or administrator's certificate and 6 hours in special education
- 3 years teaching experience
- Deficiency plan on file with Division of Teacher Certification

APPENDIX B

INTERVIEW CHECKLIST

INTERVIEW CHECKLIST

(Circle one) Mr. / Mrs. / Miss / Ms. _____

Subject area(s) or [redacted]del level(s) preferred _____ Years of Experience _____

(List at least two in order of preference)

Do you have a Texas [redacted]acher Certificate? (Circle one) Yes / No If "No", please explain _____

Marital Status: (Circle one) Single / Married / Widowed / Divorced / Separated

If married, spouse's _____ name _____ occupation

[redacted]umber and age(s) of children _____

How many days of absence have you had from work in the past two years? _____

[redacted]eight _____ Weight _____

INTERVIEW EVALUATION (Check appropriate blocks)

	HIGHLY RECOMMENDED	RECOMMENDED			ACCEPTABLE			NOT RECOMMENDED	NO BASIS FOR JUDGMENT	
1. [redacted]PPEARANCE	8	7	6	5	4	3	2	1		
2. [redacted]TTITUDE										
3. [redacted]MAND OF [redacted]GLISH										
4. EXPERIENCE FACTOR										
5. [redacted]NOWLEDGE OF [redacted]UBJECT MATTER										
6. [redacted]RMANENCE										
7. [redacted]ROFESSIONAL [redacted]CKGROUND										
8. [redacted]OISE										
9. [redacted]EFERENCES										
10. [redacted]VER-ALL GRADE [redacted]OINT AVERAGE	Honors 4.0			3.0			2.0	1.0		

Comments

Date _____ Interviewer _____

APPENDIX C

PROPOSED INTERVIEW QUESTIONS

Interview Questions Guide

To be used in interviews for the selection of teachers in special education. Questions do not have to be asked in sequence.

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1. Why did you want to become a teacher?
2. Will you describe an effective teacher?
3. What do you enjoy most about teaching?
4. What is your philosophy of education?
5. How can you get students to be excited about learning?
6. What unique qualities do you possess that we should consider?
7. Why do you want to teach in our district?
8. Please give me your thoughts on some recent educational literature that impressed you?
9. What are your personal goals or aspirations?
10. What do you feel is wholesome about American education today?
11. What should be improved in American education today?
12. To what extent should students be involved in determining what should be taught and how it should be taught?
13. How would you provide a rich educational environment in your classroom?
14. How well organized are you?
15. How many students can you adequately interest in a resource program at any given time? Self-contained classroom? (Qualify, MR, ED, etc.)
16. Please tell me what instructional materials you would use regularly.
17. What teaching techniques work best for you?
18. Would you describe yourself as a team person or an individual achiever?
19. Please react to the job description prepared for the position for which you are applying.
20. What are your plans for furthering your professional growth?
21. Please tell me about the methods of evaluation that you would use?

22. What, in your opinion, are the best ways to communicate with parents?

23. How would you individualize instruction for resource students? Self-contained? (Qualify-EMR, ED, TMR, etc.)

24. A moderately involved (LLD) elementary student in having difficulty with reading. How would you help him?
(ED - behavior; TMR - socialization... Adapt question to classroom situation.)

25. A sixteen (adapt age) year old secondary student is demonstrating inappropriate behavior in a resource class. (Self-contained class) What would you do to help him?

APPENDIX D

SPECIAL EDUCATION ROLE DESCRIPTIONS ROLES

INSTRUCTIONAL UNITS pp.

Resource Classroom Teacher. 21

Self-contained Classroom Teacher. 21

Generic Classroom Teacher 21

Vocational Adjustment Class Teacher 22

ADMINISTRATIVE UNITS

Administrator of Special Education 23

Coordinator of Special Education. 24

SUPPORTIVE STAFF UNITS

Special Education Supervisor 26

Educational Diagnostician. 27

Special Education Counselor 28

School Psychologist 29

TEACHER ASSISTANT UNIT

Teacher Aide 30

INSTRUCTIONAL UNITS
RESOURCE, SELF-CONTAINED, AND GENERIC TEACHERS

BASIC FUNCTION

Plans and carries out an effective educational program consistent with school board policy, with modifications of the regular curriculum eminating from a particular physical, mental disability, or a special health problem.

GENERAL POSITION RESPONSIBILITIES

Provides appropriate educational experiences that are basic to the academic and social progress with compensatoria or remedial.

Provides guidance to pupils which will promote concept, self-awareness, human relations, economic efficiency, and civic responsibilities in a manner consistent with the abilities and limitations of the student.

Prepares and submits sequential lesson plans that are oriented toward the needs of the individual student.

Establishes meaningful behavior objectives by which the progress of a pupil can be evaluated.

Promotes parent guidance regarding the pupil's disability and realistic goals for the child.

Maintains accurate and appropriate pupil accounting records.

Directs the work of the teacher aide if such is employed in that classroom program.

Interprets to the classroom teachers particular needs of students in these special classes whether integrated or self-contained.

Acts as a member of the team in serving those students that have been assigned with special learning or physical needs.

Cooperates with educational diagnostician, counselor, and psychologist in planning, maintaining, and effecting educational plans for individual students.

Submits to the Admission, Review and Dismissal Committee specific recommendations regarding placement.

Participates in inservice educational programs of the district.

Performs other duties as assigned to carry out the total responsibility of the position.

VOCATIONAL ADJUSTMENT CLASS TEACHER

BASIC FUNCTION

Plans and coordinates with the vocational rehabilitation counselor an effective program of job orientation and on-the-job supervision of special education students who are involved in the job-training phase of their education.

POSITION RESPONSIBILITIES

Assists students in developing job readiness attitudes.

Assists students in finding appropriate jobs in which the special vocational skills will be developed.

Serves as the liaison person between the sponsoring employer-trainer in the school.

Counsels with parents and pupils in establishing realistic vocational goals.

Maintains accurate pupil accounting records and other reports consistent with school policy.

Participates in inservice educational programs.

Submits to the Admission, Review and Dismissal Committee special recommendations regarding the placement of pupils.

Performs other duties as assigned to carry out the total responsibilities of the position.

ADMINISTRATOR OF SPECIAL EDUCATION

BASIC FUNCTION

Provides leadership to and administers the special education program of the district. Services included in the department are guidance, appraisal and special education.

POSITION RESPONSIBILITIES

Accepts referrals and recommendations for staff positions in the department. Interviews and recommends for employment and assigns or reassigns all staff members of the special education department in cooperation with the director of staff personnel.

Coordinates the activities of the staff of the department through direct and delegated authority in the areas of guidance, special education, and appraisal.

Oversees the development of long and short range planning in the various areas.

Prepares an annual departmental budget and approves all discretionary expenditures.

Prepares short and long range plans for utilization of fiscal, physical and staff resources available in these areas.

Represents the district at national, state, and local functions involving these areas.

Undertakes major responsibility for the evaluation of department personnel.

Oversees the preparation of forms, reports, and communications required by state and federal agencies in these areas.

Recommends to the administration curriculum, procedural, and policy changes as the need arises.

Correlates all activities of the department with principals, central office staff, and special education staff.

Prepares contracts and agreements with other agencies and individuals as deemed advisable.

Performs other responsibilities as assigned.

COORDINATOR OF SPECIAL EDUCATION

BASIC FUNCTION

Provides leadership and coordinates specific activities of the special education program. (Large programs assign certain areas of responsibility such as instruction, accountability procedures and research among several coordinators.)

POSITION RESPONSIBILITIES

Initiates and annually revises a comprehensive plan for special education which shows the orderly development and operation of the program over a five-year period.

Coordinates the processes of identification and appraisal with instructional services for those pupils whose educational needs require services additional to, supplementary with, or different from those provided in the regular school program.

Supervises the program for effective utilization of special education instructional personnel and the establishment of classroom and other instructional arrangements consistent with program objectives and educational needs of handicapped pupils.

Schedules and develops periodic and systematic programs of inservice and staff development for regular and resource staff and coordinates these programs with other departments.

Coordinates the activities of supervisors and other staff in systematic modification and adaptation of instructional techniques, materials, and equipment to meet the educational needs of exceptional students.

Collects and organizes statistical information and other data as required for local and state reports.

Selects, procures and evaluates in cooperation with supervisors educational materials and equipment to be used in programs for exceptional students.

Assists in the establishment and subsequent evaluation of program objective and interprets the program purposes and objectives to parents, other staff members, the community and community agencies.

Recommends the allocation and expenditure of special education funds for materials and consultant services for the various program components.

Participates with other departments in the development and operation of vocational education for the handicapped.

Supervises the activities of the vocational adjustment coordinators and coordinates their involvement with the various high schools and with the office of vocational rehabilitation.

Arranges for consultative services for the purposes of effective program planning and evaluation.

Cooperates with regular and resource administrative staff in obtaining special textbooks and instructional material, special seats and electronic communication services and in the provision of special transportation for exceptional students.

Assists in recruiting, interviewing and selecting personnel for staff positions in special education.

Assists in interpreting state guidelines concerning eligibility for special education services.

Maintains close contact with referral agencies and professional people in the community and provides school personnel with information regarding sources.

SPECIAL EDUCATION SUPERVISOR

BASIC FUNCTION

Provides leadership for the development and supervision of special education services which includes coordination, appraisal, and instruction.

POSITION RESPONSIBILITIES

Serves as contact person between the department of special education and the individual campuses assigned.

Serves as a resource person for principals, counselors, teachers and other school personnel and may participate in the deliberations of screening and Admission, Review and Dismissal Committees.

Coordinates the process of appraisal and placement with the instructional component for individual students.

Provides assistance and direction for the organization of classroom groupings.

Assists with the organization of programs of continuous progress and evaluation for pupils assigned to resource classes.

Evaluates, secures, and distributes educational materials and equipment for educational programs.

Reviews eligibility folders for necessary records as required by local and state policy.

Submits educational data and/or statistics for local and agency reports as requested.

Assists regular and resource teachers and educational diagnosticians in the development and implementation of individual educational plans.

Supervises special curriculum development activities.

Organizes systematic programs on inservice activity for regular and resource staff.

Initiates an annual review of students progress and assists in the orderly transition from one program or grade level to the next.

Performs other duties as assigned to carry out the total responsibilities of the position.

EDUCATIONAL DIAGNOSTICIAN

BASIC FUNCTION

Implements upon pupil referral the assessment of educational functioning, the appraisal of intelligence factors, the collection and analysis of data pertaining to sociological and other variables, and compiles the information from various diagnostic sources for the purpose of planning appropriate instructional arrangements.

POSITION RESPONSIBILITIES

Evaluates all collected data, analyses its relevance, and determines what additional information is needed from observations, interviews and informal and standardized testing.

Synthesizes all accumulated data to determine reasonable levels of performance.

Compiles and organizes into concise reports all necessary information for developing individual educational plans, determining pupil eligibility and for planning appropriate instructional arrangements.

Derives from the appraisal process written instructional and/or behavioral recommendations for resource and regular teachers based upon the pupil's identified strengths and weaknesses, including skills to be mastered, content areas to be emphasized, methods to be employed, materials to be used, and suggestions for appropriate classroom management.

Reviews and updates individual educational plans on a regularly scheduled basis.

Recommends specific tests and procedures to be used in appraisal of referred pupils.

Assists in the deliberations of screening and Admission, Review and Dismissal committees as a member of the team assigned to school clusters or program designs.

Communicates the purposes and objectives of the various programs to school staff, parents, the community and community agencies.

Participates and encourages participation of professional educational organizations.

Serves as a resource person to the school district and community.

Performs other duties as assigned to carry out the total responsibility of the position.

SPECIAL EDUCATION COUNSELOR

BASIC FUNCTION

Serves as a team member of the special education staff and contributes to the appraisal process by providing information obtained from the parents, school records, and the individual child.

POSITION REPONSIBILITIES

Collects academic and other data from the school's cumulative folder on the child.

Serves a liaison function between the school and community agencies.

Interviews the parents to supplement the referral information received from the school to formulate a complete family background.

Organizes the background information for presentation of the Admission, Review and Dismissal meeting on the student.

Interprets findings of the Admission, Review and Dismissal meeting to the parents and, when appropriate, to the child.

Does group and individual counseling.

Interprets the results on reevaluations to parents and staff members.

Offers orientation of the appraisal process to the parents and student.

Performs other duties as assigned to carry out the total responsibility of the position.

SCHOOL PSYCHOLOGIST

BASIC FUNCTION

Provides leadership and supervision to the associate psychologist and other appraisal staff. Contributes to the appraisal process by providing a composite picture of the student from an intellectual, social and emotional prospective.

POSITION RESPONSIBILITIES

Provides leadership to all supporting psychological services as they relate to questions of psychological, psychosocial and psychoeducational concern.

Provides consultation to teachers, supporting professional personnel, parents and community agencies concerning prevention and/or intervention strategies relating to learning and behavior problems of students.

Assists in inservice workshops directed toward the state of student performance and behavior.

Participates in professional meetings related to the field of psychology, education and community mental health.

Assists in determining needs and recommends procedures for selecting the materials and equipment for the psychological services.

Performs other duties as assigned to carry out the total responsibility of the position.

TEACHER AIDE

BASIC FUNCTION

To contribute in a positive way to the total school program of effective instructional activities.

POSITION RESPONSIBILITIES

Offer support or a more effective instructional program by reducing the ratio of pupils per adult.

Cooperate in essential planning to develop a more effective instructional program.

Assist teacher with clerical duties such as typing, preparing stencils or preparing instructional materials.

Assume responsibility of supervision of pupils in housekeeping chores and preparing the room for instructional activities.

Offer instructional support and drill to small groups and individual students under the close supervision of the teacher.

Conduct small group drill.

Operate visual media and coordinate audio-visual services.

Supervise lunch periods.

Help with planned playground activities.

Supervise and coordinate students schedules with other school personnel such as speech or music.

Supervise restroom if needed.

Prepare materials for students use.

Be alert to the immediate needs of students as they arise in the classroom and accepting the responsibilities of meeting these needs.

Assist the teacher in providing positive and immediate reinforcement for positive student behavior.

Maintain a mutually cooperative relationship with teachers and school staff.